

Inspection report for early years provision

Unique reference number	EY395131
Inspection date	29/01/2010
Inspector	Jane Nelson

Type of setting	Childminder
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband and two children aged six months and three years in a house in Ashford, Middlesex. The whole ground floor is used for childminding, with sleeping and toilet facilities on the first floor. There is a fully enclosed garden for outdoor play. The family have four pet rabbits, two of whom are kept in a large cage inside.

The childminder is registered to care for a maximum of three children under eight, one of whom can be in the early years age range, at any one time. She is currently caring for one child in the early years age range, who attends on a part time basis. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is willing to collect children from local school and visits local toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures children's individual needs and preferences are reflected in her planning of activities and the play materials she provides, helping all children to feel valued and included. Good systems are in place to work in partnerships with parents, resulting in information being shared well. The necessary records and documentation are well organised and clearly maintained. The childminder has started the process of using self-evaluation to reflect on her service, demonstrating a commitment to ongoing improvement, however, this is not yet fully developed to identify areas for future development and how these will be achieved.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the use of self-evaluation to include views of those who use your service, identify areas for future development and how these will be achieved
- develop the use of observations and assessment to identify children's next steps and how they will be supported in reaching these.

The effectiveness of leadership and management of the early years provision

The childminder's home is welcoming, safe and child orientated. An extensive selection of play materials and equipment are provided and presented at children's level, inviting them to help themselves and explore the environment. Space in the home is well planned and organised, with room for children to play, move around, rest and eat safely and comfortably. Risk assessment records are maintained and used effectively to monitor safety in the home and on outings. The childminder

demonstrates a clear understanding of child protection issues, her responsibilities and the procedures to follow if concerns arise.

Good relationships with parents are encouraged, through daily verbal communication, email correspondence and information the childminder records in children's daily diaries and developmental records. Detailed information is obtained from parents when children first start with the childminder, enabling her to follow individual home routines and practices that help children feel included and secure. Parents' comments reflect that they are very happy with the childminder's care. The childminder has systems in place to share information and work in partnership with other settings that children may attend.

The childminder has started the process of self-evaluation and has found the process useful. However, this is not yet fully developed, for example, in identifying her own future training needs and how these may be achieved, or in obtaining parents' and children's views on her service. The childminder's written records are clear and well organised. Information in her records indicate that she plans a range of interesting activities for the children that can be included in the daily routine, according to children's routines and preferences. She is creative in presenting activities for children that she has observed at local pre school groups she attends, demonstrating a commitment to ongoing improvement. Observations relating to children's development are recorded, linked to different areas of learning, and some illustrated with photographs and examples of children's creative work. However, these are not yet fully developed to identify children's next developmental steps and how they will be supported in working towards these.

The quality and standards of the early years provision and outcomes for children

Children enjoy their time with the childminder and her own children and are happy, secure and settled in her care. The good range of experiences children have access to encourages their learning and development and helps them in developing skills for the future. Children are supported well by close interaction with the childminder, who sits nearby, talking and making suggestions to children as they explore and play. Children enjoy playing alongside her own child, who demonstrates how to use a certain toy and suggests a child feels the toy that is 'squidgy'.

Children immediately explore the childminder's home independently, on arrival back from a visit to a local pre school group. They confidently investigate and help themselves to toys and play equipment from the extensive selection provided. Children laugh, giggle and vocalise continually during their play, naming animals in their favourite books, and excitedly lifting the flap to see what animal is in the zoo. Children help themselves to water pens and mark make on a water drawing mat on the floor. They stretch their arm across the mat making big strokes, then, move in smaller strokes with the pen over pictures of Thomas the Tank Engine, on the corners of the mat. Children thoroughly enjoy an activity exploring rice crispies, which the childminder has prepared and sets out in large containers on the floor. Children recognise there are different colour rice crispies which they mix together,

they excitedly let the rice crispies run through their hands, then dig, squeeze and pour the rice crispies into different containers. Children chatter on a toy phone, following the childminder's advice about which buttons to press to make a noise. They operate a toy camera, looking through the lens and pressing the button to take photos of the toys and people in the room.

Children's home practices and routines are followed, helping them settle and feel reassured. For example, a child sits cosily on the childminder's lap while they have their familiar bottle before their rest. Children see the world around them reflected in the childminder's resources, such as a dual language book. A child's interests in animals is encouraged through books and observing the childminder's indoor pet rabbits in their safe enclosure. Children participate in the local community and learn to socialise in a larger group of their peers, through pre school groups they visit with the childminder.

Children enjoy regular outdoor play in the childminder's garden and attend a local pre school sports focused group with the childminder, encouraging their physical development and good health. Good hygiene practices are followed, such as regular hand washing, and children use the broom to help to sweep rice crispies up when they scatter on the kitchen floor. Children help themselves to frequent drinks, they sit comfortably in a high chair and enjoy a healthy lunch of sandwiches and fresh fruit.

Children gain an understanding of their own and other's safety through reminders to be careful as they move around and play. Records indicate children's understanding of safety through everyday experiences is promoted well, for example, the childminder holds an impromptu fire drill when the smoke alarm is activated as she makes the children toast.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met